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Government  
Publications

ANNUAL REPORT  
2002 • 2003



The Postsecondary Education  
Quality Assessment Board



## OUR MANDATE

### *Assuring international standards in new degree programs*

**T**he Postsecondary Education Quality Assessment Board assesses all applications for ministerial consent referred by the Minister of Training Colleges and Universities under the *Post-Secondary Education Choice and Excellence Act, 2000*, and makes recommendations on them to the Minister.

The *Act* enables all organizations not empowered to offer degree programs by an Ontario statute to apply to offer programs by ministerial consent. The board establishes and implements internationally recognized standards for the review of programs. In fulfilling its mandate, the board helps expand the roster of good quality degree programs for Ontarians coping with an increasingly complex, information-driven economy and culture. It serves as an Ontario source of information and reflection about international academic quality assurance standards and activities.

The quality of the programs and the academic success of the students who take them are critical foundation stones for Ontario's future.

## COMMITMENT TO QUALITY

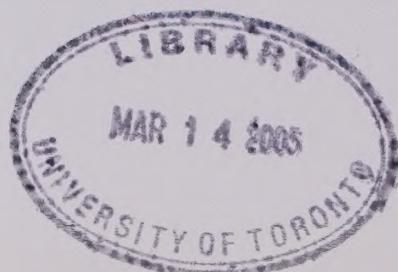
### *The excellence Ontario expects... and deserves*

- Implement nationally and internationally recognized degree-level standards
- Establish clear benchmarks for assessing programs and organizations
- Seek the advice of highly-qualified experts on programs and organizations
- Evaluate applicants against high standards and their own commitments
- Require applicants to evaluate their own programs
- Include samples of individual student work in program assessments

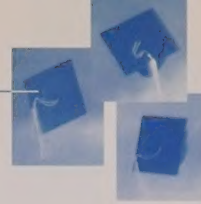
## COMMITMENT TO TRANSPARENCY

### *Independence, transparency and accountability*

- Publish the board's standards, benchmarks and procedures
- Make applications available on the board's web site
- Seek the advice of independent, highly qualified experts
- Protect the interests of students
- Publish recommendations to the Minister and the Minister's decision on them







Much of the board's work revolves around three words – *quality, opportunity, and expertise*.

**QUALITY:** As its name indicates, the Postsecondary Education Quality Assessment Board is responsible first and foremost for

identifying standards to be used in the assessment of the quality of new degree programs. The board further seeks to establish standards that are internationally consistent.

**OPPORTUNITY:** The board's work contributes to the broadening of degree program options for Ontario students. Those options provide students with more programs designed to match the needs of the changing workplace and more pathways for lifelong learning activities.

**EXPERTISE:** In applying its standards, the board draws on the advice of a large pool of experts from several jurisdictions, both in Canada and abroad. These experts assist the board by evaluating the quality of programs against the board's standards and ensuring the standards are applied consistently and appropriately to the case under review.

This past year, the second of the board's operation, was marked by noteworthy productivity. Processing each application requires assembling a great deal of information, appointing well-qualified experts to review it, coordinating activities and reports, and extensive deliberation by the board and its Secretariat. On average it takes four to five months from the arrival of an application on the Minister's desk to the subsequent arrival of a recommendation from the board. In 2002-03, the board made recommendations on 43 degree programs, nearly one per week. That pace reflects a prodigious amount of labour involving almost two hundred people.

In 2002-03, board members each spent about 103 hours in board meetings – roughly two-and-a-half weeks. None of them could have expected that their part-time contribution would become quite so burdensome, and, on behalf of the Minister, I am very grateful to them for their commitment to quality assurance and their hard work. Fortunately, no changes in board membership occurred during the year, permitting a valuable continuity during the formative days of the new agency.

In accordance with its founding statute, the board harmonizes its standards with those found in Ontario and in other jurisdictions. It is keenly aware that academic standards are international in nature. To keep the board current, the secretariat scans the evolution of academic standards and quality assurance activities around the world. With a view to being engaged in the lively international dialogue about academic standards, the board has joined the International Network of Quality Assurance Agencies for Higher Education (INQAAHE) which links more than 100 agencies around the world.

On behalf of the board, I want to thank Don Baker and the other members of the secretariat – Ann Dean, Suzanne Gordon, Virginia Hatchette, Terry Miosi, and Anna Cheng – for the exceptionally fine work they do. It would be hard to find a more talented group to provide support for the work of the board.

DALE E. PATTERSON

*Chair*





During the past year the secretariat continued to support the board in its principal roles – developing criteria and procedures for assessing applications for ministerial consent, liaising with potential applicants and stakeholders, and processing applications.

Another dimension also came into sharper focus – serving as a window on the emerging world of international quality assurance in higher education.

**CRITERIA AND PROCEDURES:** The board continued to clarify its criteria and to elaborate its requirements. Significant revisions to established handbooks included clarification of the board's requirement for faculty qualifications and addition of a requirement that samples of student work must be taken into account in program assessments.

**APPLICANT AND STAKEHOLDER RELATIONS:** The secretariat organized two workshops for applicants. The workshop for private and out-of-province organizations attracted more than 100 participants representing more than 50 private organizations. The workshop for Colleges of Applied Arts and Technology was also very well attended and focussed on requirements for the final round of pilot project applications for degrees in applied fields of study. The secretariat continued to work with many potential applicants to ensure their understanding of board requirements and the completeness and appropriateness of their application materials.

Stakeholder relations this past year included numerous meetings with individuals and groups, including the Committee of Presidents of Public Colleges, the Ontario College Heads of Technology, the Joint Management Board of the Professional Engineers of Ontario (PEO)

and the Ontario Association of Certified Engineering Technicians and Technologists (OACETT), the Council of Ontario Universities (COU) Committee on Relations with Other Post-Secondary Institutions, and the Ontario Council on Graduate Studies (OCGS).

During the year the secretariat revised the board's web site to make it easier to use and clarified and simplified the handbooks. It also circulated a questionnaire to applicants and potential applicants that revealed the very positive light in which the board's stakeholders and clients regard its work. This report contains a section on the results.

**PROCESSING APPLICATIONS:** : In 2002-03 the board recommended the granting of ministerial consent for:

- 25 degrees in applied areas of study (making a total of 38 programs recommended) for the colleges of applied arts and technology;
- 9 degree programs offered by the University of Ontario Institute of Technology;
- part of a degree program to be offered in Ottawa by Trinity Western University;
- 8 degree programs and a change of name for Tyndale College;

In addition, the board made recommendations on two other matters referred to it by the minister:

- use of "university" by Tyndale in its name (now Tyndale University College); and
- use of "university" by Georgian College in the title of an administrative unit that oversees the delivery of university programs on its campus.



**SELECTING QUALITY ASSESSORS:** The task of identifying potential Quality Assessors, preparing materials on them for the consideration of the board, then negotiating, on behalf of the Minister, contracts and timetables with those selected, and interacting with both applicants and the Quality Assessors during the assessment activities is demanding. In 2002-03 there were 151 contracts issued to Quality Assessors. Of those, 99 (or 65.6 percent) were issued to faculty members in Ontario universities.

**COORDINATION WITH THE MINISTRY:** Another important aspect of the work of the secretariat, which is a branch of the Ministry, is coordination of applications with the other branches (Universities, Colleges, and a new Private Institutions Branch) and ministries. During the past year regular weekly tracking meetings were instituted, and representatives of the several branches meet weekly to ensure the timely and appropriate handling of applications.

**THE INTERNATIONAL AND NATIONAL CONTEXT:** The board operates in the context of an international dialogue about quality assurance standards and practices. The secretariat monitors web sites of quality assurance agencies and other bodies, is the practical liaison with the Council of Higher Education Accreditation (CHEA) in the United States and the International Network of Quality Assurance Agencies for Higher Education (INQAAHE), and is engaged in an on-going discussion with other provincial bodies in Canada and internationally. The board's criteria and standards are widely read; there were nearly 300,000 hits on the board's web site from September 2002 to March 2003. Several other jurisdictions have indicated their use of the board's documents in their own work.

To help promote quality assurance activities in Ontario to the broader world, I presented a paper entitled *On Postsecondary Quality Assurance in Ontario: Introduction of the Postsecondary Education Quality Assessment Board, 2001-02*, to the Fourteenth International Conference on Assessing Quality in Higher Education, University of Vienna, Austria, July 24, 2002. This provides both a history of the board's first year and a commentary on policy issues on the board's agenda.

Finally, I want to acknowledge with much appreciation the high quality of work done by my colleagues in the secretariat. They have played a major role in drafting policies, defining options, drawing up lists of Quality Assessors and Organization Reviewers, undertaking research, preparing reports and analyses, and otherwise supporting the work of the board. At year's end, Suzanne Gordon was seconded to the Deputy Minister's office for the coming year, while Ann Dean, seconded from Humber College, was preparing to return to the College. We are very grateful to the Quality Assessors and Organization Reviewers for the very high quality of their work and their expeditious reviews. Their names are listed elsewhere in this report.

I also want to thank Deputy Minister Kevin Costante and Assistant Deputy Minister Jessica Hill for their genuine interest in quality assurance issues and their facilitation of the work of the board.

**DONALD N. BAKER**  
*Executive Director*



## Raising our national and international profile

**W**ith a view to maintaining its own awareness of evolving academic standards and quality assurance practices in other jurisdictions, and to contribute to Ontario's international profile in post-secondary education quality assurance, the board:

- *Participates in the International Network of Quality Assurance Agencies for Higher Education (INQAAHE), the major international association of organizations involved in quality assurance; INQAAHE is one vehicle among others adding to a common code of practice in quality assurance;*
- *Supports participation and representation at meetings of INQAAHE, the Council for Higher Education Accreditation (CHEA) (US), and other bodies by the Board Chair and Director of the Secretariat.*

Toward those same ends, the board:

- *Encourages presentations about the board and quality assurance issues to national and international forums by the Chair and Director;*
- *Supports the hosting of a future INQAAHE conference in Toronto (to promote Ontario's commitment to quality assurance and to stimulate discussion of related issues in Ontario); and*
- *Supports the holding of an interprovincial meeting to discuss issues and practices relating to postsecondary quality.*

In the age of instant communications, knowledge knows no boundaries, and the standards that identify the levels and quality of knowledge required in academic programs are international in scope. The board is keenly aware that if it does not adopt internationally recognized standards it will disadvantage the graduates of such programs.

Through its involvement in national and international meetings and deliberation, the board:

- *Serves as a window for Ontario on academic quality assessment in other jurisdictions*
- *Raises awareness about and demonstrates Ontario's commitment to quality in postsecondary education;*
- *Helps establish an international profile for Ontario in the rapidly growing field of quality assurance.*

Accordingly, the board's work is receiving national and international notice:

- *Our Web site received more than 300,000 hits during the year, many from international sources;*
- *One Australian quality assurance agency has noted the board's influence on the evolution of its standards;*
- *Other Canadian agencies have borrowed from our standards and benchmarks.*





## Clarity, accessibility & transparency

**M**easuring outcomes is important in education — and it's important in the ongoing work of the Postsecondary Education Quality Assessment Board.

To evaluate its work, the secretariat distributed a satisfaction survey to the board's key clients in early 2003. We asked both college respondents and potential applicants to evaluate the quality of our work in three important functional areas: communications, information and quality assessment panels.

### COMMUNICATIONS

Satisfaction with the board's communications with potential and current applicants was generally high, with 87 per cent of potential applicants indicating that no improvements were required.

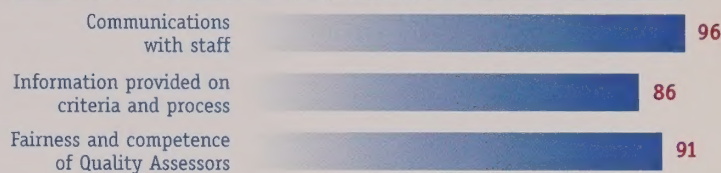
On a scale of one to five, average client satisfaction levels ranged from 4.3 to 4.6 in evaluating interactions with staff, knowledge of whom to contact, and the number of contacts required to develop and process submissions.

Areas identified for improvement were consistent for both current and potential applicants. Respondents suggested improving two aspects of board-applicant communication: keeping information up-to-date and responding promptly to inquiries.

### INFORMATION

This section of the survey focused primarily on the published documents available to guide both public and private institutions through the submission process. Respondents' feedback was both instructive and insightful.

### AREA OF EVALUATION



### PERCENT SATISFIED

Again, satisfaction levels were generally high, ranging from 3.8 to 4.3. Overall satisfaction with the information available to applicants ranked highest, followed by the applicants' questions being answered.

The handbooks, submission guidelines and the board's procedures were consistently identified as areas that could be improved. The process of reviewing and updating all three of these areas has already begun. One of our highest priorities is ensuring that all information related to the application process is clear, comprehensive and comprehensible.

### QUALITY ASSESSMENT PANELS

Clients were asked to evaluate the board's Quality Assessors for fairness and competence, based on their work on 35 panels over two rounds of submissions.

The vast majority of the panels (32 of 35) were judged to be fair and competent, with 91 per cent of respondents "agreeing" or "strongly agreeing" that assessors reflected these important qualities.



## COMPLETED APPLICATIONS *(as of August 2003)*

CONSENT GRANTED Application Under the Act	Submission	Organization Type	Board Recommendation	Ministerial Consent Status
<b>Algonquin College of Applied Arts and Technology</b>				
To offer a degree program	Bachelor of Applied Business ( <i>E-Business Supply Chain Management</i> )	CAAT		
<b>Centennial College of Applied Arts and Technology</b>				
To offer a degree program	Bachelor of Applied Information Sciences ( <i>Computer &amp; Communication Networking</i> )	CAAT		
To offer a degree program	Bachelor of Applied Business ( <i>Integrated Accounting and IT Management</i> )	CAAT		
To offer a degree program	Bachelor of Applied Information Sciences ( <i>Software Systems</i> )	CAAT		
<b>La Cité College of Applied Arts and Technology</b>				
To offer a degree program	Bachelor of Applied Technology ( <i>Biotechnology</i> )	CAAT		
<b>Conestoga College Institute of Technology and Advanced Learning</b>				
To offer a degree program	Bachelor of Applied Technology ( <i>Advanced Manufacturing Technology</i> )	CAAT		
To offer a degree program	Bachelor of Applied Technology ( <i>Telecommunication and Computer Technology</i> )	CAAT		
To offer a degree program	Bachelor of Applied Technology ( <i>Architecture - Project and Facility Management</i> )	CAAT		
To offer a degree program	Bachelor of Applied Technology ( <i>Advanced Manufacturing Technology - Wood and Composite Products</i> )	CAAT		
<b>Confederation College of Applied Arts and Technology/Negahneewin</b>				
To offer a degree program	Bachelor of Applied Human Services ( <i>Indigenous Leadership and Community Development</i> )	CAAT		
<b>Fanshawe College of Applied Arts and Technology</b>				
To offer a degree program	Bachelor of Applied Environmental Studies ( <i>Integrated Land Planning Technologies</i> )	CAAT		
To offer a degree program	Bachelor of Applied Technology ( <i>Biotechnology</i> )	CAAT		
<b>George Brown College of Applied Arts and Technology</b>				
To offer a degree program	Bachelor of Applied Business (Finance)	CAAT		
To offer a degree program	Bachelor of Applied Technology ( <i>Construction and Environment - Regulations and Compliance</i> )	CAAT		
<b>Georgian College of Applied Arts and Technology</b>				
To offer a degree program	Bachelor of Applied Business ( <i>Automotive Management</i> )	CAAT		
Use of the term "university"		CAAT		

= Board recommended consent    = Consent granted

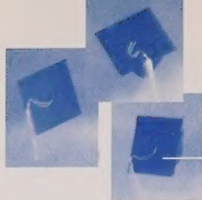




CONSENT GRANTED Application Under the Act	Submission	Organization Type	Board Recommendation	Ministerial Consent Status
<b>Humber College Institute of Technology and Advanced Learning</b>				
To offer a degree program	Bachelor of Applied Arts ( <i>Paralegal Studies</i> )	CAAT		
To offer a degree program	Bachelor of Applied Business ( <i>Electronic Business</i> )	CAAT		
To offer a degree program	Bachelor of Applied Business ( <i>Manufacturing Management</i> )	CAAT		
To offer a degree program	Bachelor of Applied Technology ( <i>Industrial Design</i> )	CAAT		
<b>Lambton College of Applied Arts and Technology</b>				
To offer a degree program	Bachelor of Applied Technology ( <i>Environmental Health and Safety</i> )	CAAT		
To offer a degree program	Bachelor of Applied Technology ( <i>Instrumentation and Control</i> )	CAAT		
<b>Loyalist College of Applied Arts and Technology</b>				
To offer a degree program	Bachelor of Applied Arts ( <i>Human Services Management</i> )	CAAT		
<b>Mohawk College of Applied Arts and Technology</b>				
To offer a degree program	Bachelor of Applied Technology ( <i>Technology Management</i> )	CAAT		
To offer a degree program	Bachelor of Applied Technology ( <i>Process Automation</i> )	CAAT		
To offer a degree program	Bachelor of Applied Technology ( <i>Internet Systems</i> )	CAAT		
<b>Niagara College of Applied Arts and Technology / Algonquin College of Applied Arts and Technology</b>				
To offer a degree program	Bachelor of Applied Technology ( <i>Photonics</i> )	CAAT		
<b>Niagara College of Applied Arts and Technology / George Brown College of Applied Arts and Technology</b>				
To offer a degree program	Bachelor of Applied Business ( <i>Hospitality Operations Marketing</i> )	CAAT		
<b>Seneca College of Applied Arts and Technology</b>				
To offer a degree program	Bachelor of Applied Business ( <i>Financial Services Management</i> )	CAAT		
To offer a degree program	Bachelor of Applied Technology ( <i>Integrated Environmental Site Remediation</i> )	CAAT		
To offer a degree program	Bachelor of Applied Technology ( <i>Flight Program</i> )	CAAT		
To offer a degree program	Bachelor of Applied Technology ( <i>Software Development</i> )	CAAT		
<b>Sheridan College Institute of Technology and Advanced Learning</b>				
To offer a degree program	Bachelor of Applied Arts ( <i>Animation</i> )	CAAT		
To offer a degree program	Bachelor of Applied Information Sciences ( <i>Information Systems Security</i> )	CAAT		
To offer a degree program	Bachelor of Applied Arts ( <i>Illustration</i> )	CAAT		
To offer a degree program	Bachelor of Applied Health Sciences ( <i>Athletic Therapy</i> )	CAAT		

= Board recommended consent    = Consent granted





## opportunity (continued)

CONSENT GRANTED Application Under the Act	Submission	Organization Type	Board Recommendation	Ministerial Consent Status
<b>Sir Sandford Fleming College of Applied Arts and Technology</b>				
To offer a degree program	Bachelor of Applied Technology ( <i>Environmental Assessment &amp; Management</i> )	CAAT		
<b>St. Clair College of Applied Arts and Technology</b>				
To offer a degree program	Bachelor of Applied Technology ( <i>Industrial Management</i> )	CAAT		
<b>St. Lawrence College of Applied Arts and Technology</b>				
To offer a degree program	Bachelor of Applied Technology ( <i>Microelectronics</i> )	CAAT		
<b>Brescia College</b>				
Name change to Brescia University College		Public		
<b>University of Ontario Institute of Technology</b>				
To offer a degree program	Bachelor of Science ( <i>Biological Science</i> )	Public		
To offer a degree program	Bachelor of Commerce	Public		
To offer a degree program	Bachelor of Education	Public		
To offer a degree program	Bachelor of Arts ( <i>Integrated Justice Studies</i> )	Public		
To offer a degree program	Bachelor of Engineering ( <i>Manufacturing Engineering</i> )	Public		
To offer a degree program	Bachelor of Engineering ( <i>Nuclear Engineering</i> )	Public		
To offer a degree program	Bachelor of Science ( <i>Nursing</i> )	Public		
To offer a degree program	Bachelor of Science ( <i>Physical Science</i> )	Public		
To offer a degree program	Bachelor of Science ( <i>Radiation Physics</i> )	Public		
<b>Trinity Western University</b>				
To offer a degree program	Laurentian Program	Private		
<b>Tyndale College</b>				
To offer a degree program	Bachelor of Arts ( <i>Business Administration</i> )	Private		
To offer a degree program	Bachelor of Arts ( <i>English</i> )	Private		
To offer a degree program	Bachelor of Arts ( <i>History</i> )	Private		
To offer a degree program	Bachelor of Arts ( <i>Human Services</i> )	Private		
To offer a degree program	Bachelor of Arts ( <i>Philosophy</i> )	Private		
To offer a degree program	Bachelor of Arts ( <i>Psychology</i> )	Private		
To offer a degree program	Bachelor of Arts ( <i>Religious Studies</i> )	Private		
To offer a degree program	Bachelor of Arts ( <i>Honours Religious Studies</i> )	Private		
Name change to Tyndale University College		Private		



= Board recommended consent



= Consent granted



PEQAB publishes a series of handbooks and guidelines for public and private institutions and the Colleges of Applied Art and Technology that apply for Ministerial consent under the Act. The guides serve to assist applicants for all degree levels and are updated on a regular basis to ensure the accessibility and transparency of the applications process. ►



## APPLICATIONS UNDER REVIEW AT YEAR END

Open Applications	Submission	Organization Type
<b>Algonquin College of Applied Arts and Technology</b>		
To offer a degree program	Bachelor of Applied Arts ( <i>Interior Design</i> ) - revised	CAAT
<b>Georgian College of Applied Arts and Technology</b>		
To offer a degree program	Bachelor of Applied Human Services ( <i>Police Studies</i> ) - revised	CAAT
<b>St. Lawrence College of Applied Arts and Technology</b>		
To offer a degree program	Bachelor of Applied Arts ( <i>Behavioural Psychology</i> ) - revised	CAAT
<b>Humber College Institute of Technology and Advanced Learning</b>		
To offer a degree program	Bachelor of Applied Arts ( <i>Creative Advertising</i> )	CAAT
<b>Charles Sturt University</b>		
To offer a degree program	Bachelor of Primary Education Studies	Public
<b>SUNY Potsdam</b>		
To offer a degree program	Master of Science ( <i>Teaching</i> )	Public
<b>University of Ontario Institute of Technology</b>		
To offer a degree program	Bachelor of Engineering ( <i>Mechanical Engineering</i> )	Public
To offer a degree program	Bachelor of Engineering ( <i>Manufacturing Engineering and Management</i> )	Public
To offer a degree program	Bachelor of Health Science ( <i>Medical Laboratory Sciences</i> )	Public
To offer a degree program	Bachelor of Science ( <i>Energy and Environment Science</i> )	Public
To offer a degree program	Concurrent Education Programs	Public
<b>Baker College</b>		
To offer a degree program	Bachelor of Business Administration	Private
<b>Canadian College of Naturopathic Medicine</b>		
To offer a degree program	Master of Applied Science ( <i>Naturopathy</i> )	Private
<b>Canadian Memorial Chiropractic College</b>		
To offer a degree program	Doctor of Chiropractic	Private
<b>Canadian School of Management</b>		
To offer a degree program	Bachelor of Health Services Administration	Private
To offer a degree program	Master of Business Administration	Private
To offer a degree program	Business Management	Private
<b>Central Michigan University</b>		
To offer a degree program	Master in Education ( <i>Community College Education</i> )	Private
<b>International Academy of Design</b>		
To offer a degree program	Bachelor of Arts ( <i>Interior Design</i> )	Private
<b>Niagara University</b>		
To offer a degree program	Master of Science in Education ( <i>Administration and Supervision</i> ) & ( <i>Teacher Education</i> )	Private
<b>Trinity Western University</b>		
To offer a degree program	Doctor of Ministry	Private

## About the Quality Assessors

Quality is at the core of our mandate, and so we pay particular attention to selecting the people who will assess the many applications the board receives from institutions across Ontario.

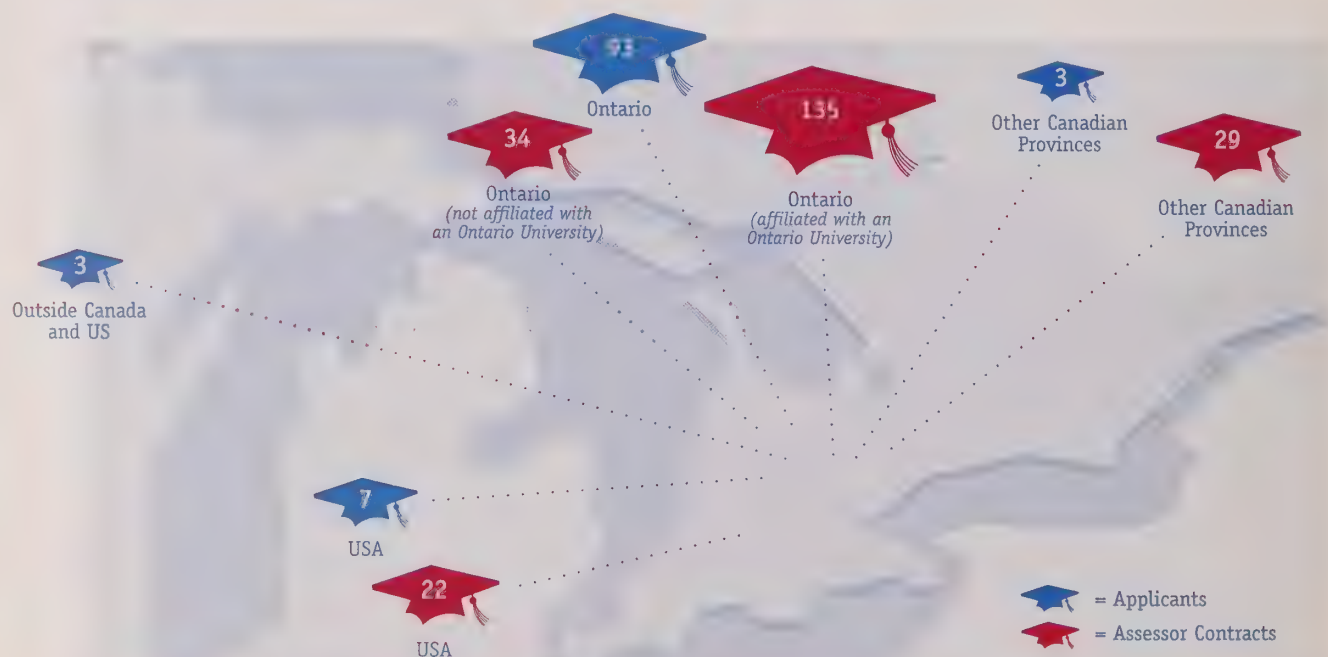
From the Board's inauguration in 2001 to March 2003, the board selected Quality Assessors and Organization Reviewers leading to 220 contracts with 191 individuals. The majority of contracts were awarded on a one-time basis, with 29 assessors being awarded more than one contract.

Most of the assessors selected by the board are affiliated with Ontario universities. However, in order to secure necessary expertise for particular programs and in some cases avoid conflict of interest, the board has also selected assessors from other jurisdictions.

Of the 220 contracts awarded to assessors:

- 135 (61.4%) were with assessors affiliated with Ontario universities
- 29 (13.2%) were with assessors from other Canadian provinces
- 22 (10%) were with assessors from the United States
- 34 (15.5%) were with assessors from Ontario who were not at the time affiliated with an Ontario university

The board appreciates the expertise and commitment of its assessment team, who have played such a key role in ensuring the quality of Ontario's newest post-secondary education programs.



### GEOGRAPHIC ORIGINS OF APPLICATIONS AND ASSESSORS



*The board is grateful for the advice provided by the following experts:*

- Affleck, James N., BFA  
 Ageloff, Scott, B.Arch.; M.Arch.  
 Anderson, Dale, BAS, MAS  
 Andonian, Greg, M.Arch., MASC, PhD  
 Anglin, Jim, BA, MSW, PhD  
 ApSimon, John, BSc, PhD  
 Ashby, Gil, BFA, MFA  
 Bao, Xiaoyi, BSc, MSc, PhD  
 Barbeau, Edward, BA, MA, PhD  
 Barber, Douglas, BSc, MSc, DIC, PhD  
 Bauer, Michael, BSc, MSc, PhD  
 Beck, Stanley, BA, LLB, LLM  
 Berczi, Andrew, BSc, BA, MBA, PhD  
 Bobechko, Janet, BA, LLB/JD  
 Bector, Stalin A., BASc, MASC, PhD  
 Bond, W. Richard, RN, BA, MA, PhD  
 Bonham, David, BSc, M.Eng., PhD  
 Bryson, Susan, BA, PhD  
 Byer, Phillip, SB, SM, Ph.D  
 Byrne, Patrick Niall, BA, MA, Ph.D  
 Campbell, Heather, BA, DipEd, MA, PhD  
 Carney, Michael, B.Soc.Sc., MBA, PhD  
 Cawsey, Tupper, BSc, MBA, PhD  
 Chaplin, Robin A., PhD  
 Chin, Peter, BSc, B.Ed., MSc, PhD  
 Clarke, Colleen, BA, MEd, PhD  
 Clement, Ray, BSc, MSc, PhD  
 Connolly, Michael, BSc, MSc, B.Ed., PhD  
 Connolly, Michael, BSc, MSc, B.Ed., PhD  
 Cook, Beverlie, MBA  
 Cooper, Paul, BSc, B.Ed., MSc, PhD  
 Courtland, Mary Clare, B.Ed., MEd, PhD  
 Cox, Michael H., BSc, MSc, PhD  
 Craig, Wendy, BA, MA, PhD  
 Cruickshank, John, BPHE, BSc, MEd  
 Culbreth, Thomas, BSc, MA, PhD  
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 Dixon, Brian, BSc, MSc, PhD  
 Dixon, Peter, MB, BS  
 Dost, Sadik, Dip.Ing., Ph.D  
 Douglas, Peter, BASc, MASC, PhD  
 DuBois, David, BSc, PhD  
 Duffy, Dennis, AB, MA, PhD  
 Eckler, Jim, BSc  
 Ellis, Desmond, BA, MA, PhD  
 Empey, William, B.Comm., MA, PhD  
 Fallis, George, BA, PhD  
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 Ferrara, Ronald, BA, MSc, Ed.D  
 Fixsen, Dean, BA, MA, PhD  
 Fleming, Keith, BA, MA, PhD, M.Div.  
 French, Susan, RN, BN, MS, PhD  
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 Gartner, John, BASc, P.Eng.  
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 Gillespie, Brian, Ed.D.  
 Gillis, Angela, RN, BScN, Mad.Ed, PhD  
 Gotlieb, Leo, BSc, Sc.M, PhD  
 Grayson, Paul, BA, MA, PhD  
 Haig-Brown, Celia, BA, MA, PhD  
 Hansen, Ronald, B.Ed., MA, PhD  
 Harrison, David, BSc, PhD  
 Hastings, Ross, BA, MA, PhD  
 Hefford, Mary, BSc, PhD  
 Hendley, Brian P., BA, MA, PhD  
 Hoyt, Robert, BS, MA, PhD  
 Hrymak, Andrew, BEng, PhD  
 Humphreys, David, BSc, MSc, PhD  
 Innerd, Wilfred, BA, Dip.Ed., MEd, PhD  
 Irving, Richard, BASc, MASC, PhD  
 Janzen, Terry, B.Ed., MA, PhD  
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 Johnson, James, BA, MA, PhD  
 Johnston, Laurie, B.Comm, MA, PhD  
 Justice, Lorraine, BFA, MA, PhD  
 Kanary, Lucy, B.Eng., MASC, PhD, PEng.  
 Kandlikar, Satish G., BE, M.Tech., PhD  
 Kao, Raymond, BSc, MBA, MA  
 Karlen, Mark, BS, PhD  
 Katz, Rachelle, BA, MA  
 Keeble, Ronald M., BA. Hons., MES, PhD  
 Knight, John, BSc, MASC, PhD  
 Kohler, David, MBA, BBA  
 Kolodny, Harvey, BEng, MBA, DBA  
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 Link, Edward, BASc  
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 Lougheed, William, BSBA, HRP, CHA  
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 March, Raymond, BSc, PhD, DSc  
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 McPherson, Barry, BA, MA, PhD  
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 Messler, Robert, BS, PhD  
 Miller, Michael, B.Arch.  
 Mock, Dennis, BSc, BA, MBA, PhD  
 Moffatt, Ken, BES, MSW, PhD  
 Montgomerie, Craig, BSc, MEd, PhD  
 Moorthy, Sridhar, BSc, MBA, MS, PhD  
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 Murphy, Stephen, BSc, Ph.D  
 Murray, David, BA, MA, PhD  
 Newkirk, Ross, BA, MSc, PhD  
 Nielson, Norma, BS, MA, PhD  
 North, Thomas, BA, MA, PhD  
 Northwood, Derek, ARSM, BSc, MSc, PhD  
 Nossal, Kim, BA, MA, PhD  
 Olyan, Sidney, BA, BSW, MSW, PhD  
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 Parker, Stuart Hamilton, MA  
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 Zemans, Frederick, Hons.B.A., LLB  
 Zeytinoglu, Mehmet, BSc, MSc, PhD  
 Zuker, Justice Marvin, BA, LLB, MEd





## our team

### members of the board



**DALE PATTERSON** (Term: April 25, 2001-April 24, 2006), a business and community leader, is Chair of the Board. A graduate of York University, Dale is Executive Vice-President of the Canadian Medical Discoveries Fund. He is the Chair of the Biotechnology Council of Ontario and serves on the Board of Directors of several organizations, including the Biotechnology Human Resources Council and the Canadian Venture Capital Association.



**MARIETTE CARRIER-FRASER** (Term: July 1, 2001-June 30, 2004) is a former educator and Assistant Deputy Minister in the Ontario Ministry of Education and Training. In 1997 she received a Distinguished Educator Award from the Ontario Institute for Studies in Education of the University of Toronto.



**DAVID LEYTON-BROWN** (Term: July 1, 2001-June 30, 2004) is executive director of the Ontario Council on Graduate Studies, where he is involved in appraising the quality of postgraduate programs for the province and Council. Previously, he held the positions of Dean, Faculty of Graduate Studies, at York University, and President of the Northeastern Association of Graduate Schools.



**SEAN MAXWELL** (Term: July 1, 2001 to June 30, 2004), Hons. BA, University of Toronto, J.D., University of Toronto, was a law student when initially appointed to the Board. He was admitted to the Ontario bar in July 2003 and is an associate lawyer at Osler, Hoskin & Harcourt LLP in Toronto, specializing in pension and benefits law.



**MAUREEN J. MORTON** (Term: June 1, 2002-June 1, 2007) is a business law lawyer specializing in Technology Law since 1991. Maureen practised with Fasken Martineau DuMoulin LLP until 1994 when she joined Lerner & Camp, Associates LLP, where she practised until her appointment as Vice-President, Legal Affairs for Autodata Solutions Company in February 2000.



**IAN MUGRIDGE** (Term: July 1, 2001 to June 30, 2004) is an Adjunct Professor in the Centre for Distance Education at Athabasca University. He is a former principal of the British Columbia Open University and vice-president of the British Columbia Open Learning Agency, and has served as assistant vice-president, academic at Simon Fraser University and director, programmes at the Commonwealth of Learning.



**WILLIAM ROBSON** (Term: July 1, 2001-June 30, 2005) is Vice-President and Director of Research at the C.D. Howe Institute and teaches public finance at the University of Toronto. Before joining the CD Howe Institute in 1988, Bill held positions as an economist with CIBC Wood Gundy and the Federal Department of Energy, Mines and Resources.



**MICHAEL SKOLNIK** (Term: July 1, 2001-June 30, 2005), is a Professor of Higher Education and director of the doctoral program in Community College Leadership at the Ontario Institute for Studies in Education of the University of Toronto. He holds the William G. Davis Chair in Community College Leadership at OISE/UT, and in 1990 received the first Award for Distinguished Contributions to Research on Postsecondary Education in Canada from the Canadian Society for the Study of Higher Education.



**CHRISTINE WESTON** (Term: July 1, 2001-June 30, 2003) was a student of public relations at Algonquin College in Ottawa at the time of her initial appointment. She holds an Honours B.A. in History from Queen's University. She is currently an English editor for the Treasury Board of Canada and serves as VP Communications for the Ottawa chapter of the International Association of Business Communicators.

#### BOARD MEMBERS' EXPENDITURES

Per Diems and Services	\$ 48,675.00
Travel	12,465.92
<b>Total</b>	<b>\$61,140.92</b>



## members of the secretariat



**DONALD N. BAKER**, Ph.D., Executive Director, has held strategic positions at three levels of education – President of Mount Royal College in Alberta, Vice-President: Academic, Acting Dean of Arts and Science at Wilfrid Laurier University, and as a Trustee on the Waterloo County Board of Education. He holds a B.A. (Hons.) in history and international studies from the University of British Columbia and an A.M. and Ph.D. in history from Stanford University. His scholarly record includes two co-edited books, numerous articles, and editorship of *Historical Reflections/Réflexions Historiques*. He has held full-time faculty appointments at Wilfrid Laurier University, the University of Waterloo, Stanford University and Michigan State University. Dr. Baker has chaired the Council of Presidents of Public Colleges of Alberta and served on the Council of Ontario Universities task force that drafted a distance education strategy for Ontario universities. He also wrote the report on the transfer of academic credit among Ontario universities whose recommendations have been implemented.

**ANNA CHENG**, Administrative Coordinator, joined the secretariat after serving as Administrative Assistant to the Assistant Deputy Minister of the Postsecondary Education Division in the Ministry of Training, Colleges and Universities. Anna joined the government service in 1992, and has worked at the Ontario Council on University Affairs, for the Advisory Panel on Future Directions for Postsecondary Education. Her main responsibilities are within the administrative and financial areas. Prior to that, Anna was project assistant at the International Division of the Association of Canadian Community Colleges.

**ANN DEAN**, M.A., Senior Policy Adviser, joined the secretariat on a secondment from Humber College of Applied Arts and Technology where she has worked for almost 18 years. For the past 14 years, she worked in the college Planning and Development unit. Her responsibilities included managing projects pertaining to the development of many new college programs and institutional initiatives, as well as meeting the human resource development and training needs of local, national, and international public and private sector clients. She received an M.A. from the Ontario Institute for Studies in Education in 1983.

**SUZANNE GORDON**, D.Jur., Senior Policy Adviser, earned her Doctor of Jurisprudence from Osgoode Hall Law School, York University. Prior to that, she completed graduate studies in international and European law at the Université de Montpellier (France). She has taught at both the Schulich School of Business and Osgoode Hall Law School and has published a workbook to assist in developing legal research skills and analysis. At York University, she also served as coordinator of the Canadian Centre for German and European Studies.

**VIRGINIA HATCHETTE**, Ph.D., Senior Policy Adviser, graduated with a Ph.D. in psychology from York University in 2000. Most recently, she was the Research Analyst and Communications Coordinator for the Faculty of Graduate Studies at York University, where she researched issues of quality in graduate education. Prior to taking the position at York University, she was an Assistant Professor of Psychology at St. Mary's University in Halifax, Nova Scotia.

**TERRY MIOSI**, Ph.D., Senior Policy Adviser, joined the secretariat after 14 years as Manager and Deputy Superintendent of the Private Vocational Schools Unit of the Ministry of Training, Colleges and Universities. He received a Ph.D. from the University of Toronto in 1976 in Ancient Near Eastern studies, after which he taught in the Religious Studies and ancient Near Eastern Studies Departments of the U of T, and was the Director of the General and Professional Studies programs of the U of T's School of Continuing Studies. Immediately before coming to the ministry, he divided his time between the position of Director of Shaw College in Toronto and administrative and field work in Egypt with the Society for the Study of Egyptian Antiquities and the Akhenaton Temple Project.





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